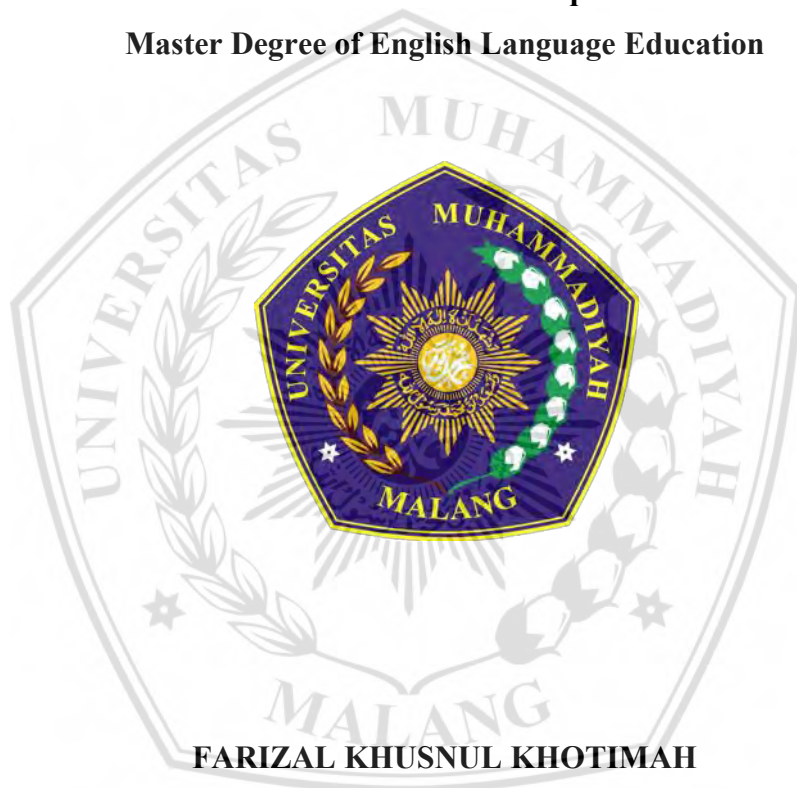


**A CASE STUDY:HIGH ACHIEVER STUDENTS' SPEAKING
LEARNING STRATEGIES AT TAZKIA (IIBS) MALANG**

THESIS

**In Partial Fulfillment of the Requirement for
Master Degree of English Language Education**



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January 2020

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Hereby declares that:

1. The thesis entitled: **A CASE STUDY: HIGH ACHIEVER STUDENTS' SPEAKING LEARNING'S STRATEGIES AT TAZKIA (IIBS) MALANG** is my original work and contains no one scientific paper that may be proposed to achieve an academic degree at my university. In addition, there is no other's idea or citation except those which have been quoted and mentioned in bibliography.
2. If this thesis is proven as form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting **THE CANCELATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 18 January 2020

The writer



FARIZAL KHUSNUL K.

MOTTO AND DEDICATION

“Accelerating your learning curve is more important than instant gratification”

Dedication:

This thesis is dedicated to :

- ☞ The almighty Allah SWT who always gives me blessing and benevolence.
- ☞ My deepest beloved parents “Santoso’s Family” who always give me the best love, educate me, give support and pray everytime.
- ☞ My beloved sister and brother who give me support.
- ☞ My beloved future partner.

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Malang, 18 January 2020

Farizal Khusnul Khotimah

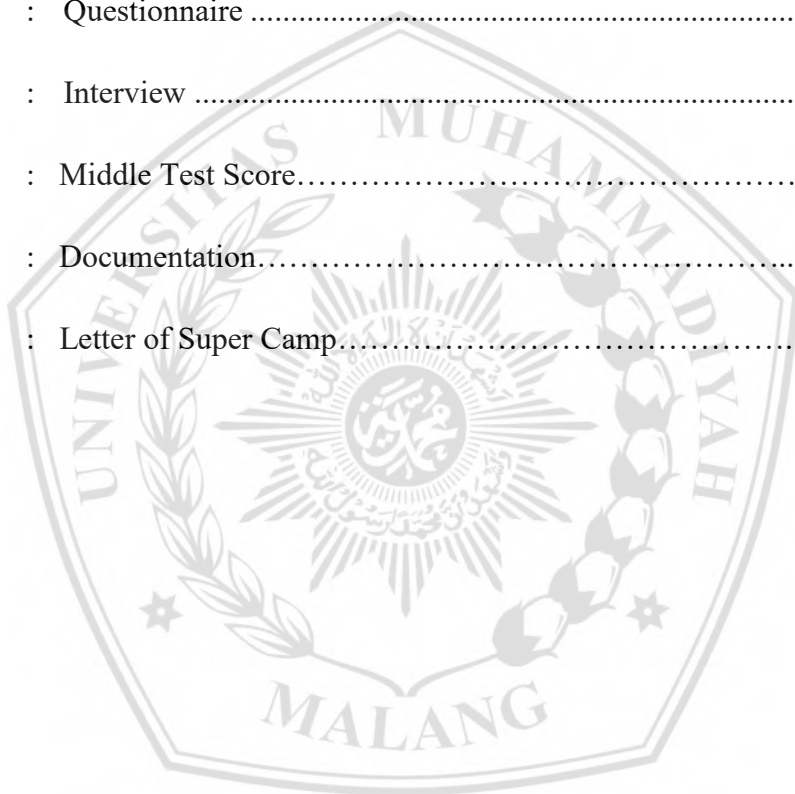
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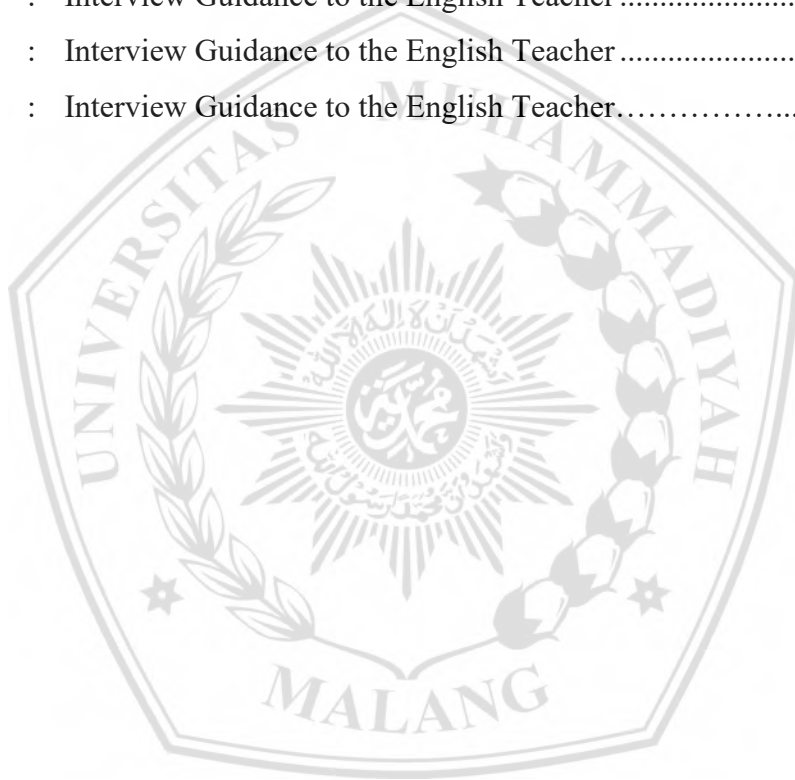
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A CASE STUDY: HIGH ACHIEVER STUDENTS' SPEAKING LEARNING'S STRATEGIES AT TAZKIA (IIBS) MALANG

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ABSTRACT

This study was intended to investigate the analysis on learning strategy used by high achiever students at international Islamic school in Malang East Java. It focuses on the attempts to reveal: (1) the factors contribute to the choice of learning strategies used by high achiever students, and (2) the practical of teaching-learning strategies implemented by the teacher that matches with the high achiever students' learning strategy. This is qualitative research which focuses on case study research. The data from 19 students and 7 high achiever students in first year senior high school which are choose based on the observation, documentation and the criteria of high achiever students, the data were collected using 25 item questionnaire of Strategy Inventory for Language Learning (SILL) and Interview for the English teacher. Based on the result, the intelligence and teacher influence became the unique factors that influence learning strategy used by high achiever students. In addition, for the practical teaching from the teacher to match students learning strategies were giving additional hours for them and applying level grading to the students. In conclusion, the study was quite unique, because it found the gaps between teacher and students in matching learning strategies in learning English.

Keywords: Learning Strategies, Speaking Skill, High Achiever Students

STUDI KASUS PADA STRATEGI BELAJAR YANG DIGUNAKAN OLEH SISWA YANG
BERPRESTASI TINGGI DALAM KETRAMPILAN BERBICARA DI TAZKIA (IIBS) MALANG

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ABSTRAK

Penelitian ini dimaksudkan untuk menyelidiki analisis pada strategi pembelajaran yang digunakan oleh siswa berprestasi di sekolah Islam International di Malang, Jawa Timur. Ini berfokus pada upaya untuk mengungkapkan: (1) factor-faktor berkontribusi pada pilihan strategi pembelajaran yang digunakan oleh siswa berprestasi. dan (2) praktik strategi belajar-mengajar yang diterapkan oleh guru yang sesuai dengan pembelajaran siswa berprestasi tinggi. Strategi ini adalah penelitian kualitatif yang berfokus pada penelitian studi kasus. Data dari 19 siswa dan 7 siswa berprestasi di SMA tahun pertama yang dipilih berdasarkan observasi, dokumentasi dan criteria siswa berprestasi, data dikumpulkan dengan menggunakan 25 butir kuesioner Strategi Inventarisasi untuk Belajar Bahasa (SILL) dan wawancara untuk guru bahasa Inggris. Berdasarkan hasil, kecerdasan dan pengaruh guru menjadi factor unik yang mempengaruhi strategi pembelajaran yang digunakan oleh siswa berprestasi. selain itu, untuk pengajaran praktis dari guru untuk mencocokkan strategi belajar siswa yaitu dengan memberi jam tambahan bagi mereka dan menerapkan penilaian tingkat kepada siswa. Kesimpulannya, penelitian ini cukup unik karena menemukan kesenjangan antara guru dan siswa dalam mencocokkan strategi belajar dalam belajar bahasa inggris.

Kata Kunci: Strategi Pembelajaran, Ketrampilan Berbicara, Siswa Berprestasi Tinggi.

INTRODUCTION

Background of the Research

One issue that is widely in a great discussion on global industrial IV.0 is the Asian Economic Community (AEC). It is a community consisting of countries in Southeast Asia in the economic field (Shobikah, 2017). According to Suci, Asmara, & Mulatsih (2015), AEC is the emergence of a system of free trade in the region that allows goods, services, and professionals from neighboring countries to enter Indonesia. Referring to that case, speaking would be very important for communication among nations to support the success of AEC through the transactions of each nation.

Teaching speaking was also important due to a large number of students who want to study English to be able to use English for communicative purposes. Furthermore, Richard & Renandya (2002) stated that a large percentage of the world's language learners learn English to develop proficiency in speaking. Besides, Widiati & Cahyono (2006) also asserted the paradigm of success in learning English which was not only determined by the test but also in terms of communication skills. It means that speaking is an important skill to be mastered because by mastering the speaking skill, people could communicate well with other people.

Considering the current status of English as a foreign language in Indonesia, only a few people use English in their day-to-day communication. Widiati & Cahyono (2006) asserted the fact that teaching speaking in Indonesia is not directed to communicate in everyday life, but rather to prepare the students for the national examinations. Even though many Indonesians used English in their daily life, Nur and Renandya (2004) argued that English instruction was a failure in this country. One of the reasons for the failure was that there was no unified national system of English education in Indonesia.

According to Huda (1997), improvements in English communicative ability are painstakingly made. In reality, as the world changes very rapidly towards a global era, human resource development becomes a central issue and an ability to

communicate internationally. As a result, global market places often require the ability to use English as a means of communication.

However, the curriculum set by the government only focuses on the national examination. There are still some schools that take the initiative to improve students speaking competency through practice such as debate, speech, and storytelling. The school policy requires students to speak English for their daily communication. Dornyei (2005) claimed that language learning strategies constitute a useful tool kit for active and conscious learning, and these strategies pave the way toward greater language learning proficiency. It can be assumed that learning strategies are important aspects of supporting the students' learning activities and for enhancing their learning.

According to Chuin and Kaur (2015), the development of language learning strategies could facilitate language performance since those learners are engaged in an active process of learning involved. This is in accordance with Oxford (1990) who proposed that language learning strategies are certain actions carried out by learners which help learners to make learning easier, exciting, more autonomous, more successful, and more adaptable to current learning situations. It can be assumed that learning strategies are an imperative aspect of supporting the learning process.

Ang, Embi, & Yunus (2017) stated that learners have different abilities in learning language, learners learn in a variety of ways and strategies since individuals learn differently. Based on a review of literature by Cohen & Griffith (2015), learners consciously take charge of their learning through an organized manner, reflecting the target language and practice the language effectively for knowledge retention and application of the knowledge learned. It can be assumed that learners should be given proper strategy instruction and training to create awareness of the existence of their strategies.

High achiever students were the students who have the ability to achieve the goals and targets that they have set before by utilizing and combining the factors and abilities which are needed according to Dembo (2004: 12). It meant that high

achiever were students that has the ability to understand themselves, the ability to motivate themselves, and the ability to controls and manipulate the factors that can influence their learning behaviors.

Nowadays, enhancing strategies in second or foreign language classrooms is one of the teachers' roles, since their missions were to facilitate the learning among the students and to make their thinking process visible. Gonzalez (2017) revealed that to teach the second language (L2) effectively, educators must consider the needs of each learner. As a result, the teacher can use methodologies that guide students in using strategies in the learning process. It could be said that learning strategies are not only important for the students but also the teacher. By knowing the learners' strategies used in learning English, the teacher could create or modify learning materials As a result, they can create a creative activity in the teaching-learning process.

Furthermore, there are some previous studies conducted by Simian (2015), Mistar & Umamah (2014) which analyzed the learning strategies of speaking proficiency for Indonesian learners with the research variables gender and age of the foreign language learners. The findings of both study indicated that female learners use the strategies differently from male learners. Regarding the learning strategies used in language learning, these previous studies are contradictory to this research. However, both have similarity in term of focusing on learning strategies in speaking.

The researcher intended to conduct research at Tazkia International Islamic Boarding School (IIBS) Landungsari, Dau, Malang. The school was selected based on two aspects such as this school applies the Cambridge Curriculum for Holistic and Balanced Education and the teachers' experiences in teaching English. Consequently, the researchers get effective data of the research. In other hand, the students were selected based on preliminary observation that showed their score were above the standard of IGSCE examination. In the present study, the researcher intended to focus on high achiever students learning strategies in speaking. The high achiever selected

because they were typical successful learner, and the researcher wants to investigate from them how they achieved their learning.

Based on the elaboration above, this research was intended to fill these gaps; i.e. (a) to find the factors that contributed to the choice of learning strategies used by high achiever students, and (b) to merge the implementation of teaching-learning strategies by the teacher and high achiever students' learning strategy. The research questions were formulated as follows: (a) what are the factors that contribute to the choice of learning strategies used by high achiever students of Tazkia IIBS? (b) What are the practical of teaching-learning strategies implemented by the teacher that matches with the high achiever students' learning strategy?

REVIEW OF RELATED LITERATURE

The Nature of Speaking

Speaking is a single most imperative part of studying a second or foreign language. Moreover, speaking has a place with an oral aptitude and is additionally the pivotal result of the learners' semantic comprehension. Brown (2003: 140) mentioned that speaking is the result of the creative construction of linguistic arrangement, the speaker chooses the lexicon, structure, and discourse variation. In other words, speaking can be more sophisticated than it might look in the beginning and is more than practicing word pronunciation. Speaking also helps to assure that one will not be misunderstood by those who are listening.

Furthermore, according to Hughes (2006:144), speaking is the initial tool by children who master a language, the major factor of language alteration, and an aspect of the daily interaction that every person employs for daily communication. It means that speaking skill is the oral ability to produce among speakers to develop their ideas and sharing. The importance of communication can be conveyed by a good skill in speaking.

Rebecca (2006) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities and it is the prime motor of language change. It can be said that speaking is needed by all people in their daily life. In other words, speaking is one of the most important essential skills that must be practiced orally.

From the definition above, it can be inferred that speaking is the oral expression of thoughts, opinions, and feelings in terms of conversation. To be able to do this, the language learners should have sufficient knowledge of the sounds, structure, vocabulary, and cultural system of the English language. The learners also have to think about ideas and they have to articulate those ideas well in English sounds by changing the position of lips, jaws, and tongue. Speaking is a very important skill for the students to express their ideas because speaking is the process of building and sharing the meaning.

Basic Types of Speaking

Speaking is one way of communication, it is also very important for people to express their feeling and communication with others. Here are the basic types of speaking that can help them to speak very well according to Brown (2016):

1. Imitative

This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. In other words, the learner learns to imitate what they have heard to be able to speak very well.

2. Intensive

This second type of speaking is frequently employed for the purpose of assessments. This type focuses on the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. So, intensive speaking is a kind of speaking concerning the use of structure, in which the phrase is related to the phonological field.

3. Responsive

This type includes interaction and test comprehension, standard greeting and small talk, simple request, comment and likes. The stimulus is usually a spoken prompt to preserve authenticity. Furthermore, it includes communication responses like simple requests and comments that need the answer from other people.

4. Interactive

Interaction can take two forms of transactional language which have the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In other words, speaking can help someone to communicate with others.

5. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling during interaction from listeners. It is either highly limited or ruled out altogether. It could be concluded that extensive speaking is an oral production skill related to production and presentation to the listener.

Based on the theory above, it can be concluded that some points should be considered in learning speaking. The students need to know at least the pronunciation, vocabulary, and language functions they use. When the students have been ready and prepared for the activity, then they could utilize the language appropriately.

Speaking Skill in Senior High School Level

English has been taught at any level of education in Indonesia, and senior high school. Based on PP No 19/2005 about the National Standard of Education, English is considered as a compulsory subject in senior high school. Moreover, English is also included as one of the subjects in the national examination for senior high school. Thus, English is a very important subject to be learned, not only to prepare

the senior high school students to pass the national examination, but also to help them achieve a higher level of education.

However, speaking is a productive language skill that should be taught by English teachers at senior high schools in Indonesia as demanded by the Indonesian curriculum year 2013. Based on the current national curriculum, known as curriculum 2013, the teaching of speaking at senior high schools is based on genre. To gain this, a teacher should design a teaching model by selecting and using the appropriate techniques and teaching activities. The technique chosen will determine the teacher's success and the students' achievement in the class.

The goal of the English subject in the curriculum is to make learners able to perform and understand English in functional and epistemic use. Therefore, standard curriculum competencies should be achieved by students. The competencies are speaking, reading, listening and writing skills. The curriculum also arranges the basic competence in expressing meaning for official transactional and interpersonal conversational texts and how to apply it in daily life. The materials are kinds of text about transactional text and interpersonal text. Moreover, the time allocation is 2 x 45 minutes in every week; it contains 1 x 45 minutes in every section of the skill for English subject. The learning objective is: first, students can recite the phrase asking for and expressing an opinion about the text correctly. Second, students can apply the expression based on the phrase in their life situation fluently. Besides, the method used in learning is communicative discussions in senior high school.

Learning Strategies

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies give language teachers valuable clues about how their students assess the situation, plan, and select appropriate skills to be presented in the language classroom. According to Oxford (1990:8), learning strategy is specific actions taken by the learners to make learning easier, faster, more enjoyable, more

self-directed, more effective, and more transferable to new situations. In short, the learning strategy is the ways that have been chosen by learners to make their study easier and fun to get success in learning speaking.

O'Melly and Chamot (1990) defined learning strategies as thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. It means that learning strategies were seen as a special way of processing information to improve comprehension in speaking.

From several statements above, it can be concluded that the learning strategy is learners' behavior during the learning process to help them understand the materials. Learners who utilize good learning strategies in their learning become more successful than those who do not.

Learning Strategies in English Foreign Learner

The classification of learning strategies is various. According to Oxford (1990), there are six major groups of learning strategies, those are:

- a. Cognitive strategies are mental strategies the learner uses to make sense of learning. They enable the learner to manipulate the language material in indirect ways. When manipulating cognitive strategies, the learner is involved in practicing, receiving and sending messages, reasoning, analyzing, note-taking, and summarizing, synthesizing, outlining.
- b. Metacognitive strategies are essential for the learner to plan, monitor, and evaluate their learning. They are employed in managing the learning process. Learners are required to center, arrange, plan and evaluate their learning.
- c. Memory strategies are used for storage. They help learners to connect the second language or foreign language items or concepts with those of their first language. However, these strategies do not necessarily involve deep understanding.
- d. Compensation strategies help the learner make up for missing knowledge. Examples of such strategies include guessing from the context in listening and

reading, using synonyms and “talking around” the missing to aid speaking and writing and strictly for speaking, and using gestures or pause words.

- e. Affective strategies are concerned with the learner’s emotional needs such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.
- f. Social strategies help the learner work with others and understand the target culture. They lead to more interaction with the target language through cooperating with others, empathizing with others, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.

Learning Strategies on Speaking

Kennedy and Keatley (2006) suggested that the following strategies can help the language learner to develop their speaking skills.

- a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

- b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions influenced by social and cultural norms usually follow patterns or scripts. Thus, the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker’s turn and the one that follows can often be anticipated.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that the conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels are. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

Factors that Influence the Choice of Language Learning Strategies

These are some factors that make the students differ in choosing their learning strategies. Xinyan (2014) synthesized existing research on how the following factors influence the choice of strategies used among students learning a second language.

a. Age and Language Learning Strategies

Age has a very significant impact on the development and use of language learning strategies. The cognitive ability of learner's increases with age and their cognitive style also changes along with age.

b. Intelligence and Language Learning Strategies

Intelligence is an innate trait and thus has little influence on the development and use of learning strategies. However, from an objective perspective, intelligence still has an influence on the development and use of learning strategies, because some learning strategies, such as observing and deducing English grammar through language analysis, are relatively demanding on intelligence.

c. Personality and Language Learning Strategies

Character traits of extroverts are more suitable for language learning, because language as a communication tool plays its role most significantly when interpersonal communication takes place.

d. Cognitive Styles and Language Learning Strategies

cognitive style, also known as learning style, refers to the way of cognitive process in which learners identify, handle, store and extract information and the orientation toward which learners seek to solve problems. It is generally believed that cognitive style is innate, enduring and difficult to change.

e. Teachers' Influences on Language Learning Strategies

Teacher is an external factor that can does influence to the success or lack of success in learning process. Along with the activities, the material, the relevance of the subject, and the feedback in classroom environment are the teacher aim influence.

f. Other Factors Influencing Language Learning Strategies

Attitude and motivation also affect the development and use of learning strategies. Learners with a positive attitude adopt a wider range of learning strategies and use them more frequently. Furthermore, motivation also influences the choice of learning strategies. For example, learners with instrumental motivation tend to use more communication strategies, because they mainly aim to improve their language ability for a particular purpose.

High Achiever

In the learning process, not all students can develop their skills. Some students face difficulties a learning process to develop their skills while other students learn new languages faster and easier compared to others even though they learn and are guided by the same teacher. Based on their achievements, students are divided into people who are high achievers and low achievers.

Sarwar et al (2009) revealed that high achievers had better study orientation, study habits and attitude towards study than low achievers. It meant that good students learn facts and skills by which they organize and express their thoughts and talents better then low achiever. Kingore (2004) mentions many characteristics of a high achiever and some of them are interested to learn, attentive, responding with interest

and opinions, enjoying school often, and getting A's. From those criteria, the researcher found seven students who fulfilled it.

On the one hand, successful language learners, who have been referred to as effective, efficient, good learners, or high achieving learners, are the learners who reach the ultimate goal, which is language learning; according to Samperio (2018), good language learners take advantage of all practice opportunities; they have a strong desire to communicate, they are not inhibited, they practice, they monitor their own and the speech of others and they attend to meaning. Samperio also noted that such characteristics depend on a number of variables that vary with every individual. In conclusion, high achiever learner was a person who knows what it takes to be successful in school and was willing to put in the time and effort. They are also known as a good language learner.

Review of Previous Research

The researcher reviewed some previous research. The first one was conducted by Liangqiu, Zhengqiu (2019) in this research found that SILL among adolescent students and adult learners was high reliability on learning strategies of Chinese second language learners. Furthermore, learning strategies of middle-aged learners can have a high frequency of using learning strategies in general, which can bring about a high level of English proficiency.

The next was research conducted by Salikin, Tahir and Emelia (2017) had found that learning strategies take a role in high achiever student's achievement by affecting their way of thinking and motivation. In other hand, learning strategies were the factors that importance in learning the foreign language.

Further Samperio (2016) revealed that students in low and high achiever categories use similar strategies, the difference lies in the frequency of use and how they use the strategies. However, Learners use strategies from their repertoire of strategies in their early stages of language learning, and it expands and revolves around the practice into strategies that help learners to become less dependent as they reach higher levels

of language learning.

In conclusion, these results indicate the differences in analysis from previous studies with the present study. This study has shown more important than others, that was strengthened by focusing on the factors that influenced student learning strategies and practical teaching of the English teacher.

RESEARCH METHOD

Research Design

In an attempt to answer the research question, a research plan should be devised in such a way that was in line with the nature of the problem being scrutinized. This research applied a case study qualitative research design. A case study is an in-depth study of a specific individual or phenomena in its existing context. Yin (2011) argued that a case study is a study of a phenomenon in its real-world context. Based on the theory, it means that the case study design is a natural method that happened in the field based on the fact. A case study focuses on a single unit to produce an in-depth description that is rich and holistic. The single unit here could be an individual, group, class, or community. A case study answers descriptive questions or it attempts to explain why something happens by looking at its process.

Research Setting and Subject of the Study

This research was conducted at Tazkia IIBS Malang. Accordingly, the location of the research needed to be determined. The subjects in this study were the students and an English teacher at Senior High School of Tazkia International Islamic School Landungsari, Dau, Malang. They were selected because this school utilized the Cambridge Curriculum for Holistic and Balanced Education. The subject of this study was the tenth graders of the Tazkia IIBS Senior High School. The students consisted of seven high achiever students that were selected based on two criteria. The first criterion was the students had passed the International General Certificate of Secondary Education (IGCSE) examination & Checkpoint. The second criterion was

their speaking proficiency. In this context, the criterion of speaking proficiency was determined by whether those students had been winning national or international speech competitions or not. One of them had won a public speaking competition or speech contest in Doha, Qatar in 2018. Winning national or international speech competitions could be the strong evidence that their speaking skills were great. Not only the high achiever students, but the teacher was also selected based on three criteria. The first criterion was the teacher has already taught English for five years. Second, the teacher obtained the certificate of teacher professional development. Third, the teacher had many experiences in teaching English, like had taught various characteristics of students, had written several books and articles, etc.

Research Instruments

In order to collect the data from the research, there were at least three instruments required for this research.

A. Classroom Observation

The aim of conducting this study was to find the students' learning strategies. The observation was used to obtain the data of this study. According to Latief (2012), observation is a technical term with its specific meaning. Observation refers to making the use of the visual senses of recording and understanding the sense of information. The observation was also one of the techniques in gathering the data. It meant that by conducting observations, the researcher knew how the learners learned and applied their learning strategies in learning English, especially in speaking.

To gain the information and the data needed, the observer involved passively in the teaching and learning process. The researcher applied field notes and documentation for supporting the technique for gaining the data and used the non-participant observation type. The researcher observed the class in the same grade 2 times based on the teacher's schedule. The observation checklist can be seen in Appendix 1 line 1 and the data was used to answer the first research question about

the factors that contribute to the choice of learning strategies used by high achiever students of Tazkia IIBS.

B. Questionnaire

A questionnaire was a form of preparing and distributing to secure responses. Generally, these questions were factual and designed for securing information about certain conditions or practices, of which the recipient was presumed to know (Singh, 2006). It could be inferred that the questionnaire was used as an instrument in conducting research to get the response of certain conditions or practices. In this part, the researcher distributed the questionnaire to the high achiever students to know the factor that assisted in selecting the learning strategies. The data was used to answer the first research question about the factors that contribute to the choice of learning strategies used by high achiever students of Tazkia IIBS.

Furthermore, the questionnaire was distributed on Thursday, 7th of November, 2019 on the third period after the middle test. The researcher used the open-closed questionnaire and utilized documentation for supporting the technique to gain qualitative data. The questionnaire guide can be seen in Appendix 2, line 1.

C. Interview

An interview was conducted as a conversation to get data in research. As stated by Ary et al. (2010), interviews are utilized to gather data on subjects, opinions, beliefs, and feeling about the situation in their own words. Interviews would support this study by providing information that the research did not gain through observation and also to verify the observation results. The researcher interviewed the English teacher to know the strategies used in teaching English. The data was used to answer the second research question about the practical teaching-learning strategies implemented by the teacher that matches with the high achiever students' learning strategy.

In this case, the researcher interviewed the teachers after doing observation to gain data that may not be gained from the observation. Thus, the researcher used a

semi-structured interview in which the researcher asked some selected questions and then improvised based on the situation. Furthermore, the researcher recorded all the activities during the interview. The interview guideline can be seen in Appendix 3, line 1.

Data Collection Procedure

This research employed three research instruments to collect the data. The instruments were then used to collect the data based on the following procedure. Setting up the questionnaire, arranging the questions related to teaching strategies, and distributing it, the way the students choose based on the multiple questions. To support the questionnaire the researcher also conducted the observation and joined the classroom to take the data needed. In the last part, the researcher conducted the interview session to confirm the English teacher's opinions and statements.

Table 3.1 the Procedure of Research

No	Research Question	Type of Data	Instrument	Analysis
1.	What are the factors that contribute to the choice of learning strategies used by high achiever students of Tazkia IIBS?	Words, pictures and audio.	Observation Questionnaire	Content analysis
2.	What are the practices of teaching-learning strategies implemented by the teacher that match the high achiever students' learning strategy?	Words, pictures, audio.	Interview	Content analysis

Data Analysis

Data analysis was the process of how the researcher organized the result of the data collection to answer the research questions. Miles and Hubberman (1994) explained that data analysis was the process of searching and arranging from the field notes, interview transcripts, or another instrument to enhance the comprehension and

to inform the finding to others. In this research, the researcher followed several steps in analyzing the data. They were manifested below:

1. Data reduction. In this phase, the researcher reviewed and transcribed the video recording into a text.
2. Exploring and coding the data in the statements of observation report that has a meaning or value. In these steps, the researcher classified the factor contributing to the learning strategies used by the students which are obtained from the field note and documentation.
3. Data interpretation, the researcher analyzed and describes the result of observations about the events in the classroom by interpreting the facts in the field based on the teaching strategies used by the teacher, the implementation, the strength faced and the solutions have done during the learning process.
4. Drawing the conclusion of data analysis. In this last part, the researcher makes a conclusion based on the result of data analysis.

Trustworthiness

To avoid subjectivity and bias, two kinds of trustworthiness were employed. In this study, (1) credibility, (2) confirmability. The credibility can be done through two or more tools of data collections such as interview, observation, and relevant document. Furthermore, observation and interview were constructed, while confirmability was one of tool to show the neutrality degree related to the finding of the study (Bryman, 2012). In this study, audit trail was utilized the audio recorder of interview and observation to clarify the data neutrality from the subject.

FINDING AND DISCUSSION

Research Finding

This section presents the learning strategy used by high achiever students and the practicality of teaching-learning strategies implemented by the teacher that matches

with the high achiever students' learning strategy. These are the analysis and discussion:

Factors contributing to the choice of learning strategies used by high achiever students

Based on the result of the classroom observation and questionnaire, there were factors contributing to the choice of learning strategies used by high achiever students. The factors that contributed to the choice of learning strategies were intelligence and teacher's influences. The first observation was conducted on Monday, 26th of May 2019 and Thursday, 7th of November 2019. The summary of the results was presented by the figure below.

a. Intelligence

Speed of processing and memory capacity directly impacts such behaviors as fixation in teaching and learning process. However, speed of processing also has been noted to be central intelligence development in older children. This means that about half of the IQ variance among people was a result of genetic influences, but also about half of that variance was a result of environmental influences.

Furthermore, it was found based on the data from the observation learning strategy indicates the learners with higher intelligence tend to develop a complete set of effective learning strategies, by understanding the daily teaching content of teachers and summarizing their own learning experience. It also means that most of the class time was spent on exercises and memorize the vocabularies rather than other activities. On the other hand, it is also assert that high achiever students preferred to apply many strategies related to their habit in the dormitory. The high achiever students used their summarizing and memorizing becomes the new behavior the high achiever students should adopt properly.

This English teacher opinion was supported by another teacher as she said that “... Students with higher intelligence would rather summarize all the explanations from the teacher themselves than those with ordinary intelligence...”. (*Appendix 5, line 41*)

Based on this observation excerpt, it was clear that another teacher was also similar in which she also assigned that students with higher intelligence have their learning initiatives without being told by others. It implies that the students understood the importance of learning strategy over knowledge.

From those observations, the data gained during the observation (*Appendix 1, line1*) the picture showed that the high achiever students always made their own notes and bought many dictionaries to enrich their vocabularies. In these activities, the students were given a topic about “giving a presentation about useful phrases”. The class was divided into six groups and every group had questions of the other groups. All of included in the intelligence of environmental influences.

b. Teacher's Influence

The next stage, teachers might have a direct or indirect influence on the development of learners' learning strategies. Direct influence referred to the impact of teachers who carried out or infiltrated learning strategy into teaching activities. It meant that the teacher directly corrected the wrong pronunciation from the students during the learning process.

Based on the observation, indirect influence on learning strategies referred to the subtle influence of teachers' teaching experience, teaching methods and teaching approaches on learners' application and development of learning strategies. It implies the successful of high achiever students in achieving the goal in learning. This observation excerpt indicated that teachers influenced every aspect of teaching activities. However, in educational teaching or skill training, teachers played an active or positive role in promoting the development and the application of the learners' learning strategies. It conclusion the teachers were the first role to adopt knowledge in an educational setting.

This observation excerpt indicates that teachers influence every aspect of teaching activities. The teacher not only as teaches in the classroom but also as the chief of the room in the dormitory. The teacher always guides the high achiever students in enriching their vocabularies. However, in educational teaching or skill training teachers plays an active and positive role in promoting the development language learning.

4.1 Figure of Learning Strategies

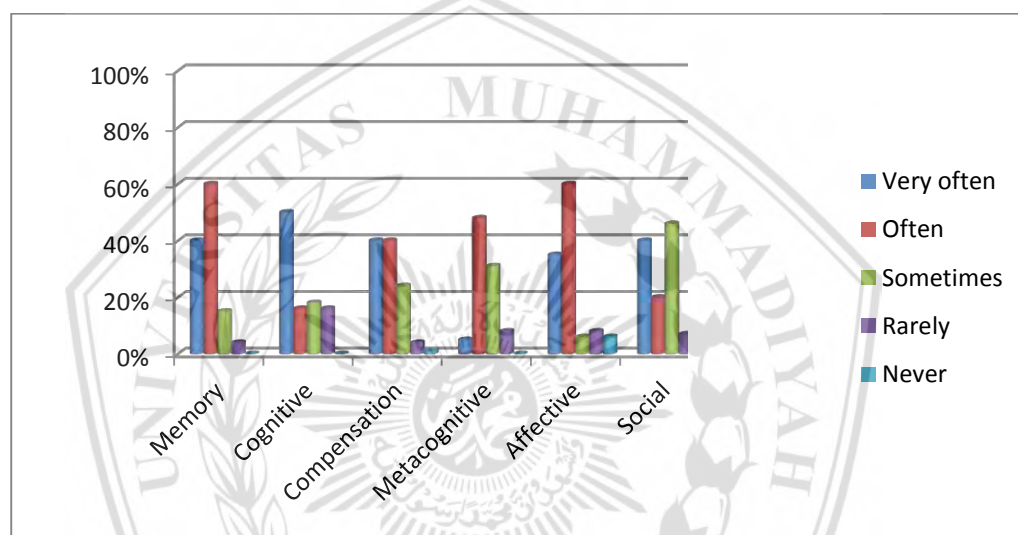


Figure in the graphic above shows the descriptive analysis of the learning strategy used by the students. The Memory strategy and Affective strategy scored the highest in the criterion of learning strategy. The results of the questionnaire about the strategies of learning speaking skills by high achiever students were summarized in Table 1. Memory strategy had the average of 60%, and then affective strategy also had the average of 60%, followed by the average of 50% for the cognitive strategy, an average 40% for a compensation strategy, an average of 48% for metacognitive strategy, and an average of 40% for social strategy.

a. Memory strategies

In this study, there were four high achiever students used memory strategies, high achiever students used memory strategies to store new information in memory and retrieve it later. Those related to associating and creating mental linkages, like “I

think of the relationship between what already know and new things I learn in English”. High achiever students tried to associate what they have with what they get in the learning process. While strategy “I use new English words in a sentence so I can remember them” shows that high achiever used their knowledge whenever they have a chance. As mentioned before that progress was an important thing for high achiever students, reviewing can be one of the ways to monitor the progress in the learning process. While to make a progress, high achievers did connect the sound of a new English word to an image of pictures. The high achiever tries to remember a new English word by making a small note. Memory strategies help learners establish their mental by linking all the information through images, sound, words or numbers.

b. Affective strategies

In this study, there were three high achiever students use affective strategies to manage their emotions, motivations, and attitudes during the stages of learning. Effective strategies usually used to reduce any negative effects caused by stress and anxiety. High achiever students have a mindset that it was okay to do a mistake. the motivation was needed if they want to improve their skill. But, as a learner who learns English, high achiever students admit that they feel anxious and stress when using English although they obtained a good achievement in the learning process. However, encouraging was needed if learners want to make progress on their learning process. Affective strategies help learners to manage their emotions, motivations, and attitudes during the stages of learning.

It implies the numbers that high performance learners usually used all the learning strategies mentioned in SILL. It revealed that the high achiever students prefer to have many strategies that supported by the behavior which was the spark for the uses more and different strategies, and which learners have transferred from previous learning experiences.

The practical teaching-learning strategies implemented by the teacher that matches with the high achiever students' learning strategy, the data gained were discussed below.

This section presents an interview data to reveal the practical of teaching-learning strategies implemented by the teacher that matches with the high achiever students' learning strategy. The findings were then compared against the previous research findings and the theoretical underpinning.

Table 4.1 Interview Guide to the English Teacher

Coding	Questions	Answers
Line 36	What approaches have you adopted in response to different students' needs in your school? What changes do you think you should make to cater to their needs?	"I usually applied the 3P approach which stands for the present, practice and produces". "The changes were only about the time "

During the first interview that was conducted on Friday, 15th of November 2019, it was clear that the approaches adopted by the teacher were 3P which stands for the present, practice and produce. The data finding was supported by the data gained from the interview below.

Based on the data above, table 4.1 showed that the teacher mostly applied 3P during the teaching-learning process. However, the teacher was afraid that the students would get bored due to the same approach the teacher always used. Furthermore, the changes were only about the time, when usually she planned to apply the 3P for certain topic in one meeting, the teacher believes it was not enough to have like one stage for one meeting. Therefore, the teacher added the time until two or three weeks more.

Table 4.2 Interview Guide to the English Teacher

Coding	Questions	Answers
Line 36	What role do you frequently play in the classroom?	"as a prompter , I guess that students should do any kind of speaking activities"

(Appendix 3, line 2)

The data posted in table 4.2 assert that the English teacher employed a role frequently played by the teacher in the classroom as a prompter. Besides, the teacher also played the role of the participant in the learning process. Yet, the teacher also participated by giving an example of how to play the games or any kind of activities whether it was a conversation or role-play before the students started the activities in the speaking class.

Table 4.3 Interview Guide to the English Teacher

Coding	Questions	Answers
Line 38	How do you motivate students of different levels of performance?	“By always encouraging them to try to speak in English even though your English was broken”.

(Appendix 3, line 2)

During the third interview, it was found that the teacher always tried to motivate the students regardless of their levels of ability. The teacher also tried to understand the characteristics of the students by, at least, getting to know their full name and be closer to them.

Besides that, table 4.3 revealed that the teacher also tried to get close by communicating with the students by saying “How are you?” and if they answered in Bahasa Indonesia, the teacher always encouraged them to try to speak in English even though their English was broken. According to the teacher, giving motivations is about getting to know the students better and trying to give a good lesson for them. The students applied better learning strategies to achieve the learning targets by keeping speaking in English inside and outside the class.

Table 4.4 Interview Guide to the English Teacher

Coding	Questions	Answers
. Line 37	. What do you think students really learn from their lessons? Can they use better learning strategies to achieve the learning targets?	“Especially for speaking I encourage them to, at least, be brave to be in public, not to have you two eyes looking at so many eyes. So, the thing was bravery and confidence ”.

(Appendix 3, line 4)

Based on the data above, the table 4.4 showed that the teacher taught the students to learn from their lessons by encouraging the students to be brave being in public. This way of teaching encouraged students to trains their eyes making contacts to many eyes. In conclusion, bravery and confidence were the first steps the students should take. The teacher did not concern about grammar, instead she encouraged her students to be confident. As a result, the students would stand with bravery in front of the class.

Table 4.5 Interview Guide to the English Teacher

Coding	Questions	Answers
Line 37	How do you match the strengths of your students in learning with your strength in teaching to achieve the short-term targets of curriculum development?	"I usually implied level grading ".

(Appendix 3, line 7)

Table 4.5 suggested that, the teacher matched the strengths of students in learning with her teaching to achieve the short-term targets of curriculum development by implied level grading. In short, when teaching a particular topic, the teacher provided the test, but she gave it individually based on the students' proficiency level.

Based on the interview, it could be inferred that the teacher also applied the strategy of selecting the appropriate topic for learning. This meant to gain the students' interests and, consequently, they would speak up their thoughts more expressively, just like the teacher's motto that her students should build their confidence and bravery in front of the public. Furthermore, the teachers might try to instruct them on how to select other strategies besides their own. Such teachers' awareness in respecting individual differences may lead them towards implementing a learner-centered class.

Additionally, teachers should raise learners' awareness of the functions and usefulness of learning strategies so that they become more encouraged to select and to

apply more appropriate learning strategies. Thus, to lead the learners to utilize those strategies, language teachers need to create a sufficient input environment inside and outside the classroom. For example, they should involve their learners in a variety of communicative tasks. Thus, the role of the teachers should be modified as the facilitators, which motivate and encourage the learners to be active participants in the teaching and learning process.

Discussion

In this section, the researcher presents a discussion of the research findings. The research findings revealed the learning strategies from the high achiever students and the practical teaching from the English teacher. The research findings were analyzed through established theories and compared with the previous research findings.

Dealing with the first research question, this study finds out that the learning strategies applied by the high achiever students were the intelligence. High achievers mentioned that they looked for opportunities to practice speaking with native speakers, teachers, and friends or even with themselves and to attend conversation classes in the self-access center, and so on. Dilallah (2000) found that maternal IQ was the single most important predictor of child intelligence functioning and that maternal self-ratings of parenting style were unrelated to later child intelligence measures. It means that intelligence can be based on the result of genetic influences as well as environmental influences. Looking for opportunities to practice or summarizing information suggests a degree of memory strategy and self-regulated behavior since they are able to monitor their understanding. Griffiths (2003) implies that memory strategies are correlated with proficiency and high-frequency strategy used.

However, high achiever students prefer to summarize and memorize their vocabularies which they have transferred from previous learning experiences. Salikin and Tahir (2017) claimed that learning strategies play a big role in the learning

process as the students could apply those strategies to manage the progress of goal achievement. Learning strategies are used to decrease the difficulties in the learning process and learning strategies can increase the confidence of high achiever students. The results of the study discovered successful language learners were the high users of language strategies. It supported the study conducted by Salikin, Tahir & Emelia (2017) high achiever students have a strong desire to communicate and make a progress of their own learning. Finally, it was clear from this discussion that this study has proven the identification of the students' intelligence as the factor in choosing the learning strategies for speaking class.

Concerning the second research question that learners are able and possible to have achievement or motivation strategies, it was found that, as a prompter, the teachers should support the students in choosing and applying more different learning strategies. Various authors, such as Dunn, Beaudry and klavas (1989) and Hendry et al. (2005), contend that it is crucial for teachers to match up their teaching strategies with students learning strategies. It meant that understanding students learning strategy and preferences can benefit both students and teachers. In conclusion, students learn in various ways so that it seems impossible to change the learning strategies of each student in the class. Instead, teachers might modify their teaching strategy to be more consistent with their students learning strategy.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussion above the learning strategies applied by the high achiever students of SMA Tazkia (IIBS) were the memory strategies and affective strategies. Furthermore, the student's intelligence and teacher influence became the unique factors that affected the choice of learning strategies of high achiever students. Besides, the teacher matched students learning strategies by giving additional hours for them and applying level grading to the students. In conclusion, the study was quite unique as it found the gaps between the teachers and students in

matching learning strategies in learning English. In short, the result of choosing appropriate learning strategies was to increase students' activeness when learning English. Moreover, the high achiever learning strategies can help the low and middle achiever to adopt the learning strategies in increasing the learning target. Furthermore, the English teacher employed a role frequently played by the teacher in the classroom as a prompter. Besides, the teacher also played the role of the participant in the learning process.

Suggestion

In regards to the findings of the present study, several suggestions are proposed. Firstly, it is suggested that English teachers provide more approaches when teaching speaking. By doing so, all the students are expected to have a new experience in learning speaking.

Secondly, it is suggested that future researchers follow up this research by a focus on different skills. The next researcher can develop the research with a different method, subject, and object of the research. This research may help the next researcher as additional references for further researchers in studying more about learning strategies. It can be used as a starting point to analyze the learning strategies in another aspect, subject, and method and more. This research may have some weaknesses so future researchers are suggested to have a better result. Hopefully, this research can be useful as a reference for other researchers who are interested in conducting similar research from a different perspective

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Appendix I

The data gained from the first and second observation

Item	Observe	Yes/No	Note
The students used to rewarded themselves when they got a good result in speaking skill	Yes	Many of them rewarded their self by joining the international super camp in China at the end of this year.	
The student used to memorize to remember the vocabulary	Yes	The high achiever students employed using dictionaries and making a small note to remember all the vocabularies.	
The students used to connect what they have just learned with what they have been known before	Yes	The high achiever students used their writing project from the checkpoint IGCSE examination by correlating to present in speaking class	
The students very concerned about both the use of language structure, pronunciation and use of correct vocabulary in English	Yes	The students likely pay more attention to the structure of the pronunciation. Even though many of them still miss the pronunciation and the teacher directly correct it.	
The student always looking for friends or partners to speak English both inside and at outside class	Yes	The students are required to speak English inside and outside their classroom. And also in their boarding school.	

(Appendix 1, line 1, 07/11/2019)

Blue Print of Questionnaire

<p>1. Memory strategies</p> <p><i>Representing sound in memory</i></p> <p><input type="checkbox"/> Item soal nomor 1</p> <p><input type="checkbox"/> Item soal nomor 2</p> <p><i>Reviewing well</i></p> <p><input type="checkbox"/> Item soal nomor 3</p> <p><input type="checkbox"/> Item soal nomor 4</p> <p>2. Cognitive strategies</p> <p><i>Repeating</i></p> <p><input type="checkbox"/> Item soal nomor 5</p> <p><i>Formally practicing with sounds and writing system</i></p> <p><input type="checkbox"/> Item soal nomor 6</p> <p><i>Translating</i></p> <p><input type="checkbox"/> Item soal nomor 7</p> <p><input type="checkbox"/> Item soal nomor 8</p> <p>3. Compensation strategies</p> <p><i>Using mime and gesture</i></p> <p><input type="checkbox"/> Item soal nomor 9</p> <p><input type="checkbox"/> Item soal nomor 10</p> <p><i>Getting help</i></p> <p><input type="checkbox"/> Item soal nomor 11</p> <p><input type="checkbox"/> Item soal nomor 12</p>	<p>4. Metacognitive strategies</p> <p><i>Paying attention</i></p> <p><input type="checkbox"/> Item soal nomor 13</p> <p><i>Planning for language task</i></p> <p><input type="checkbox"/> Item soal nomor 14</p> <p><input type="checkbox"/> Item soal nomor 15</p> <p><i>Self monitoring</i></p> <p><input type="checkbox"/> Item soal nomor 16</p> <p>5. Affective strategies</p> <p><i>Using music</i></p> <p><input type="checkbox"/> Item soal nomor 17</p> <p><i>Taking risk wisely</i></p> <p><input type="checkbox"/> Item soal nomor 18</p> <p><input type="checkbox"/> Item soal nomor 19</p> <p><i>Rewarding yourself</i></p> <p><input type="checkbox"/> Item soal nomor 20</p> <p>6. Social strategies</p> <p><i>Asking for correction</i></p> <p><input type="checkbox"/> Item soal nomor 21</p> <p><input type="checkbox"/> Item soal nomor 22</p> <p><i>Cooperating peers</i></p> <p><input type="checkbox"/> Item soal nomor 23</p> <p><input type="checkbox"/> Item soal nomor 24</p> <p><input type="checkbox"/> Item soal nomor 25</p>
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APPENDIX 2: QUESTIONNAIRE

This questionnaire taken from Oxford (1990)

The name of instrument : Open Close Questionnaire
Name : Sonya Arini
Class : X - E
Age : 15 y.o
Gender : Male ☐ Female ☒

- 1) In learning English, I connect what I have just learned with what I have known before.
- a) very often
 - b) often
 - ☒ c) sometimes
 - d) rarely
 - e) never
- 2) I use an English vocabulary that I just learn in the form of a sentence so I remember it
- a) very often
 - ☒ b) often
 - c) sometimes
 - d) rarely
 - e) never
- 3) To remember the new vocabulary in English language, I connected the sound with a picture or illustration
- a) very often
 - b) often
 - c) sometimes
 - ☒ d) rarely
 - e) never
- 4) I review many words that I find difficult to remember and easy said.
- a) very often
 - b) often
 - ☒ c) sometimes
 - d) rarely
 - e) never
- 5) I learned to speak using a certain vocabulary and repeat it so that the words are automatically spoken.
- a) very often
 - b) often
 - c) sometimes
 - ☒ d) rarely
 - e) never
- 6) I record my voice or remember my voice on a certain vocabulary and compare it with native speaker
- a) very often
 - b) often
 - ☒ c) sometimes
 - d) rarely
 - e) never
- 7) I translate a vocabulary or sentence in English into Indonesian language directly (literal translation)
- ☒ a) very often
 - b) often
 - c) sometimes
 - d) rarely
 - e) never
- 8) I translate a vocabulary or sentence in English into Indonesian language based on the context
- ☒ a) very often
 - b) often
 - c) sometimes

- d) rarely
- e) never

9) I use a mimic face to show my point or when get into a trouble in the middle of the conversation.

- a) very often
- ~~b) often~~
- c) sometimes
- d) rarely
- e) never

10) I use a mimic face to show what I mean or when get into trouble in the middle of a conversation

- a) very often
- b) often
- ~~c) sometimes~~
- d) rarely
- e) never

11) I asked for help translating unfamiliar words in the language English in the middle of a conversation

- ~~a) very often~~
- b) often
- c) sometimes
- d) rarely
- e) never

12) I look for words in dictionaries that I don't think are familiar

- a) very often
- ~~b) often~~
- c) sometimes
- d) rarely
- e) never

13) I am very concerned about both the use of language structure, pronunciation and use of correct vocabulary in English

- a) very often
- b) often
- ~~c) sometimes~~

- d) rarely
- e) never

14) I prepared the vocabulary that I would use in a topic certain talks

- ~~a) very often~~
- b) often
- c) sometimes
- d) rarely
- e) never

15) I pay attentions to the problems I face when speak

- a) very often
- b) often
- ~~c) sometimes~~
- d) rarely
- e) never

16) I corrected the mistakes I made while talking

- a) very often
- b) often
- ~~c) sometimes~~
- d) rarely
- e) never

17) I use music to reduce tension and improve my mood in order to speak English better

- a) very often
- b) often
- c) sometimes
- ~~d) rarely~~
- e) never

18) When I first learned English, I tried not to be afraid to make it mistake in speaking

- a) very often
- ~~b) often~~
- c) sometimes
- d) rarely
- e) never

19) I try to appreciate the effort in speaking with doing pleasant activities

- a) very often
- b) often
- ~~c) sometimes~~
- d) rarely
- e) never

20) I asked about the mistakes I made in speaking English in terms of the structure of the language that I use

- a) very often
- b) often
- c) sometimes
- ~~d) rarely~~
- e) never

21) I asked about the mistakes I made in speaking English in term of pronunciation

- a) very often
- b) often
- ~~c) sometimes~~
- d) rarely
- e) never

22) I asked about the mistakes I made in speaking English in the vocabulary terms I use

- a) very often
- b) often
- c) sometimes
- ~~d) rarely~~
- e) never

23) I am looking for friends or partners to speak English both inside and at outside class the vocabulary terms I use

- a) very often
- b) often
- c) sometimes
- ~~d) rarely~~
- e) never

24) I ask English speaker to correct me when I talk

- a) very often
- b) often
- ~~c) sometimes~~
- d) rarely
- e) never

25) If I do not understand something in English, I ask the other person to slow down or say it again

- ~~a) very often~~
- b) often
- c) sometimes
- d) rarely
- e) never

Appendix III
Interview Guidance to the English Teacher
Semi-structured Interview
Day / Date : Friday, 15/11/2019

Topic	Questions	Answer
The way the English teacher collaborate and implement their teaching strategies in teaching speaking.	<ol style="list-style-type: none"> 1. What approaches have you adopted in response to different students needs in your school? What changes do you think you should make to cater for their needs? 2. What role do you frequently play in the classroom? 3. How do you motivate students of different level of performance? 	<p>“Mostly in my speaking class, because it is only like one meeting for each week, I usually applied the 3P approach which stands for the present, practice and produce. So, mostly I applied that kind of approach in my class”.</p> <p>“Hmm... the changes are only about the time when usually plans to apply the 3p for a certain topic in one meeting. But, it is not enough I usually have one topic with the 3p at least for about three meetings in term of time. Tazkia one lesson hours equals 30 minutes and the teacher only have a lesson hour per-week so it equal 60 minutes”.</p> <p>“E... prompter I guess, as a prompter <i>ehm... ya</i> giving the prompt. That they should do any kind of speaking... in what kind of topic in what kind of activity, whether in conversation or role-play, <i>ya...</i> something like group discussion”.</p> <p>“What we have besides strategies, that’s not always about the prompter. But, sometimes I am also the participant in the activities. So, they’re like one time when they should do something in front of the class and instead of just assessing them I sit with the students. Blanded with the students and asks the questions to the speaker in front of the class”.</p> <p>“Well... talking about motivation it is not only a job inside the class. So. We have to be able to understand their characteristics at least try to get to know their full name (that’s very importance) so... we can motivate them not only inside the class but also outside the class, try to get closer with them, always get to communicate with them even it is in the morning like stopping by them and saying “How are you?” and if they answered in Indonesian language I always encourage them to try to speak in English even though your English is broken. The things are talking about motivations is about to get to know the students better and try to bone any good</p>

	<p>4. What do you think students really learn from their lessons? Can they use better learning strategies to achieve the learning targets?</p>	<p>lesson in them not only inside the class and outside the class”.</p> <p>“E... especially for speaking I encourage them to at least be brave to be in public, not to have you two eyes looking at so many eyes. So the thing is bravery and confidence”. I pay less many attention to the grammar, myself encourage them to let’s learn to be confident with our flow.”</p> <p>“E.... could you give me an example of this...? Am not sure about this... because I haven’t yet control them too intensively. But, I always encourage them to keep practice to speak English”.</p>
<p>The practical of Learning strategies that implemented by the teacher that match with the high achiever students’ learning strategy</p>	<p>5. What are the strengths of your students in terms of learning strategies?</p> <p>6. What are the strengths of your own teaching?</p> <p>7. How do you match the strengths of your students in learning with your strength in teaching to achieve the short-term targets of curriculum development?</p>	<p>“They are willing to try, especially for the class that I handle the students willing to try with any kind of mistakes with their shortcoming and weakness. and the students supported other students even though that they knew some of their friends are quite introvert and silences they not giving any bad language signal like saying “wuah...but, they give okay this good!”</p> <p>“haha... well, I don’t know, because I don’t pay much attention to the strategies. And when I came to the class and the bigger job is by bringing the positivity inside the class. So that the students will be motivated by their happy teacher. But my strengths because I am very confidence so when I say something wrong or say something grammatically wrong; I thank the students to correct my mistakes. So, they pay much attention to my class”.</p> <p>“This is confusing <i>hehe</i>...I usually implied level grading. So I have the same kind of question or the same kind of strategies that I want to apply in the class and the same topic. But, the things that I give individually will be based on their level and simplify the questions. And give any moderation it makes easier for the low achiever.”</p>